

the condition of education 2001



INDICATOR 29

Remediation and Degree Completion

The indicator and corresponding tables are taken directly from *The Condition of Education 2001*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2001*, visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001072>) or contact ED PUBs at 1-877-4ED-PUBS.

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NATIONAL CENTER FOR EDUCATION STATISTICS

U.S. Department of Education
Office of Educational Research and Improvement



Postsecondary Persistence and Progress

Remediation and Degree Completion

Students who take any remedial reading courses are less likely to earn a 2- or 4-year degree than those who take other combinations of remedial courses.

The role of remedial coursework in postsecondary education has been the subject of continuing debate among policymakers and educators. The core questions being addressed are what kinds of institutions should offer remedial coursework and how remedial coursework affects degree completion. The postsecondary education transcripts of a cohort of students who graduated from high school in 1982 and were followed until they were 29 to 30 years old provide an opportunity to examine the relationship between degree completion and remedial coursework patterns.

Assignment to remedial reading in college is associated with additional remediation and a lower likelihood of degree completion. Among the students who took any remedial reading, 42 percent were in three or more other remedial courses, and 67 percent took remedial mathematics (see supplemental table 29-2). In contrast, among the students who took any remedial mathematics courses, 16 percent were

in three or more remedial courses, and 24 percent took remedial reading.

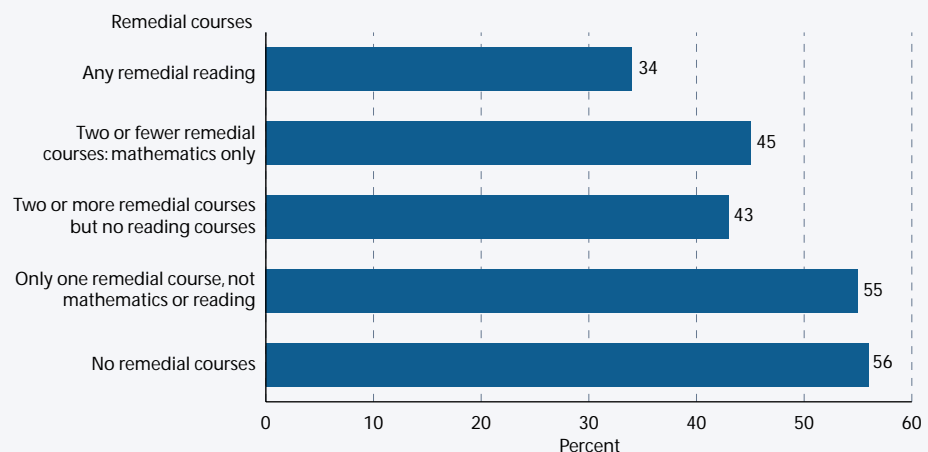
Students who took only one remedial course (other than remedial mathematics or reading) completed degrees at the same rate as students who took no remedial courses (55 and 56 percent, respectively). Students whose only remedial requirement was mathematics and who took a maximum of two remedial courses completed associate's or bachelor's degrees at a higher rate (45 percent) than students with any reading problems (34 percent).

A higher percentage of community college students than 4-year college students are assigned to remedial courses. Sixty-three percent of students who attended only a 2-year college and 64 percent of those who attended both a 2-year college and a 4-year college took at least one remedial course, compared with 40 percent of those who attended only a 4-year college (see supplemental table 29-3).

NOTE: The patterns of remedial coursework are mutually exclusive, starting with "any reading" and proceeding downward. Thus, no student included in a pattern is included in any pattern below. Students who attended only subbaccalaureate vocational/technical schools are not included.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

REMEDIATION AND COMPLETION: Percentage of postsecondary education students with varying patterns of remedial courses who completed 2- or 4-year degrees: 1980–93



FOR MORE INFORMATION:
Supplemental Notes 1, 6
Supplemental Tables 29-1,
29-2, 29-3

Remediation and Degree Completion

Table 29-1 Percentage distribution of postsecondary education students in degree-granting institutions according to type and amount of remedial coursework and degree completion: 1980–93

Highest degree	Type and amount of remedial coursework				
	Any reading	Two or fewer courses: mathematics only	Two or more courses but no reading courses (and not two mathematics courses)	Only one course, not mathematics or reading	No courses
Total	100	100	100	100	100
None	66	55	57	45	44
Associate's	13	10	17	10	5
Bachelor's or more	21	35	26	45	51

NOTE: Higher education students were 1982 high school seniors who attended college by age 29–30. Students who attended only subbaccalaureate vocational/technical schools are not included. See *Supplemental Note 6* for the definition of remedial courses. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Table 29-2 Percentage distribution of students who took any remedial reading or mathematics courses in college according to other remedial coursework taken: 1980–93

Remedial courses	Number of additional remedial courses					Any remedial mathematics	Any remedial reading
	None	One	Two	Three	Four or more		
Any remedial reading courses	15.1	23.2	19.7	12.6	29.3	66.7	–
Any remedial mathematics courses	46.0	23.0	14.9	6.4	9.7	–	23.6

— Not applicable.

NOTE: See *Supplemental Note 6* for the definition of remedial courses. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Table 29-3 Percentage distribution of postsecondary education students according to type and amount of remedial coursework in college and types of degree-granting institutions attended: 1980–93

Institution attended	Percentage of all students	Type and amount of remedial coursework					
		Total	Any reading	Two or fewer courses: mathematics only	Two or more courses but no reading courses (and not two mathematics courses)	Only one course, not mathematics or reading	No courses
Total	100	100	13	14	17	9	47
4-year only	44	100	9	13	9	9	60
2-year only	29	100	18	13	22	9	37
2-year and 4-year only	18	100	12	19	24	9	36
Other combinations*	9	100	13	15	22	9	41

* Attendance at subbaccalaureate vocational/technical school in addition to 2-year and/or 4-year institutions.

NOTE: Higher education students were 1982 high school seniors who attended college by age 29–30. Students who attended only subbaccalaureate vocational/technical schools are not included. See *Supplemental Note 6* for the definition of remedial courses. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Remediation and Degree Completion

Table S29 Standard errors for the percentage of postsecondary education students with varying patterns of remedial courses who completed 2- or 4-year degrees: 1980–93

Highest degree	Type and amount of remedial coursework				
	Any reading	Two or fewer courses: mathematics only	Two or more courses but no reading courses	Only one course, not mathematics or reading	No courses
2- or 4-year	2.0	2.1	1.8	2.4	1.3

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Remediation and Degree Completion

Table S29-1 Standard errors for the percentage distribution of postsecondary education students in degree-granting institutions according to type and amount of remedial coursework and degree completion: 1980–93

Highest degree	Type and amount of remedial coursework				
	Any reading	Two or fewer courses: mathematics only	Two or more courses but no reading courses (and not two mathematics courses)	Only one course, not mathematics or reading	No courses
None	2.0	2.1	1.8	2.4	1.3
Associate's	1.5	1.1	1.5	1.3	0.5
Bachelor's or more	1.6	2.0	1.6	2.4	1.3

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Table S29-2 Standard errors for the percentage distribution of students who took any remedial reading or mathematics courses in college according to other remedial coursework taken: 1980–93

Remedial courses	Number of additional remedial courses					Any remedial mathematics	Any remedial reading
	None	One	Two	Three	Four or more		
Any remedial reading courses	1.4	2.0	1.7	1.3	1.9	1.0	–
Any remedial mathematics courses	1.3	1.1	1.0	0.6	0.8	–	1.0

— Not applicable.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Table S29-3 Standard errors for the percentage distribution of postsecondary education students according to type and amount of remedial coursework in college and types of degree-granting institutions attended: 1980–93

Institution attended	Percentage of all students	Type and amount of remedial coursework					
		Total	Any reading	Two or fewer courses: mathematics only	Two or more courses but no reading courses (and not two mathematics courses)	Only one course, not mathematics or reading	No courses
Total	–	–	0.5	0.6	0.6	0.4	0.8
4-year only	1.0	–	0.6	0.8	0.7	0.6	1.2
2-year only	0.8	–	1.2	1.0	1.2	0.9	1.5
2-year and 4-year only	0.7	–	1.1	1.4	1.6	0.9	1.6
Other combinations	0.4	–	1.8	2.1	2.1	1.3	2.5

— Not applicable.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).